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ABSTRACT

An intermediate-level general music unit provides introductory lessons for the autoharp, guitar, and recorder. In the autoharp unit, chording is approached by first using a one-chord song and proceeding to three-chord songs. The guitar unit introduces chord symbols and tablatures and helps students gain familiarity with the parts of the instrument, differences in strings, and strumming techniques. The music and words for over 25 simple songs are provided, followed by student activity cards, a musical word find, a brain teaser exercise, crossword puzzle, identification exercise, and key signature worksheet. This document is one of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (LH)

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CAPSULE UNITS

FOR

GUITAR, AUTOHARP, RECORDER

Elementary General Music

SP 015 253

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Cedar Falls, Iowa

Document title: Capsule Units for Guitar, Autoharp, and Recorder

Elementary General Music

Author(s): Debbie Sweet

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AEA 7 Teacher Center
Waterloo, Iowa
Sept. 15, 1978 to Aug. 15, 1983

Teacher Center Policy Board Chair - Doris Mauer
Teacher Center Director - Diane Gibson, Ed. D.

Ronald Dickinson, Ed. D.- Chief Administrator, AEA 7

AUTOHARP AND GUITAR UNITS

COMMENTS:

If you are introducing these units for the first time, you should proceed slowly, carefully, and consistently. When these units are used in successive years you will progress very quickly. Introductions to these instruments are best handled when the student can concentrate solely on watching the teacher rather than watching, listening, and performing simultaneously. Always demonstrate proper posture and playing techniques before allowing the students to play their instruments.

LESSON 1

Begin with instrument and body posture. Chording should be approached by using a one-chord song such as "Row, Row" or "Fere Jacques." When the students are comfortable with these songs, introduce chord symbols and tablatures. Also make sure students are familiar with the parts of the instrument, differences in strings, and strumming techniques.

LESSON 2

Review posture and context of Lesson 1. In Lesson 2, progress to tablature reading for two-chord songs. G and D_7 or D and A_7 are the easiest chords to begin with.

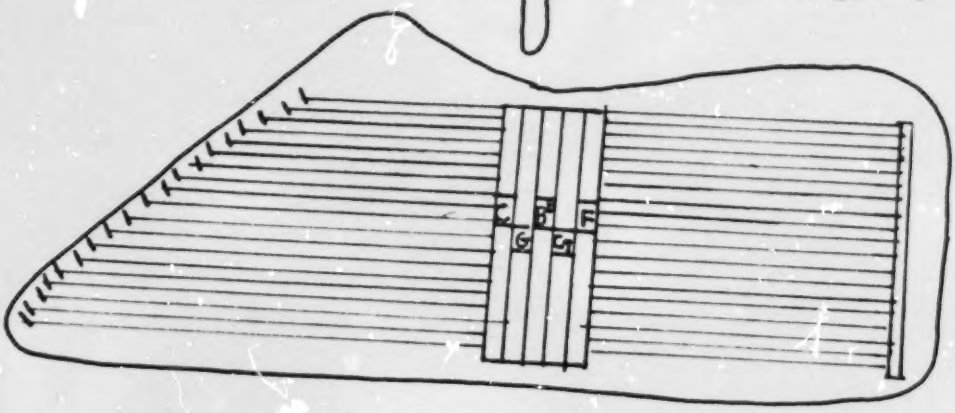
LESSON 3

For fourth and fifth graders, review 2-chord songs. If the students are making the chord changes without much assistance from you, it is time to introduce 3-chord songs. Now that they have already learned G and D_7, add the C chord. With sixth grade students who have had some theory background, work into major and minor chords.

LESSON 4

Review the packet with the entire class and allow students to perform in small groups and as solosits.

Autoharp Unit



1. Lay your harp on your lap or on the floor.
2. Press the buttons with your <u>left</u> hand and strum with <u>right</u>.
3. Strum <u>away</u> from your body.

1 chord songs:

Row, Row, Row

(C)

Row, row, row your boat gently down the stream.
Merrily, merrily, merrily, merrily, life is but a dream.

Scotland's Burning

(F)

Scotland's burning, Scotland's burning, look out, look out,
Fire, fire, fire, fire, pour on water, pour on water.

2 chord songs:

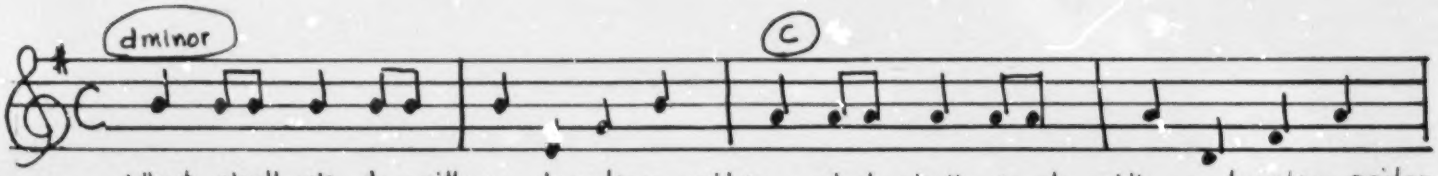
Rocka My Soul

(C) Rocka my soul in the bosom of Abraham,
(G7) Rocka my soul in the bosom of Abraham,
(C) Rocka my soul in the bosom of Abraham,
(G7) Oh, rocka my (C) soul.
(C) So high you can't get over it,
(G7) So low you can't get under it,
(C) So wide you can't get around it,
You (G7) must go in at the (C) door.

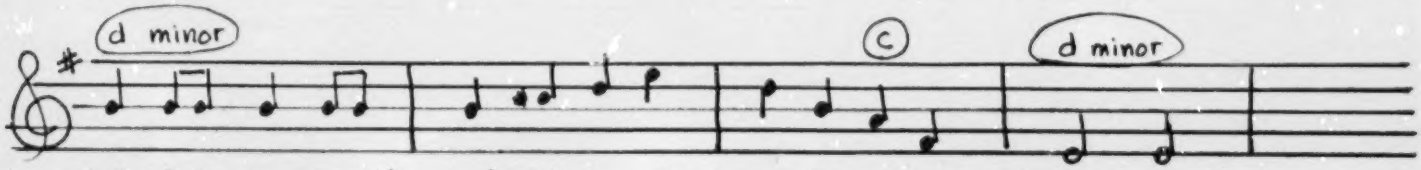
Polly Wolly Doodle

(F) Oh, I went down south to see my Sal
Sing Polly Wolly Doodle all the (C7) day.
Oh, my Sally is a spunky gal
Sing Polly Wolly Doodle all the (F) day.
Fare thee well, fare thee well,
Fare thee well, my fairy (C7) fae,
For I'm going to Louisiana for to see my Susyanna,
Sing Polly Wolly Doodle all the (F) day.

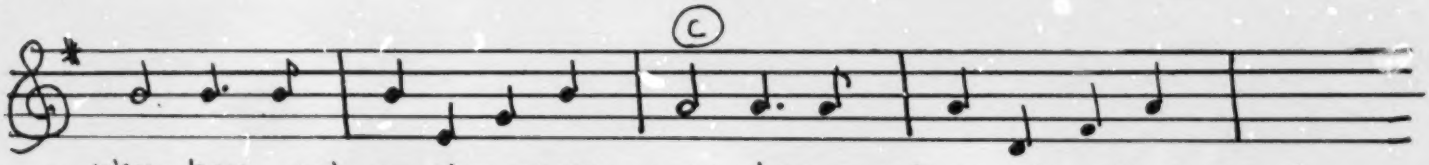
What Shall We Do With a Drunken Sailor?



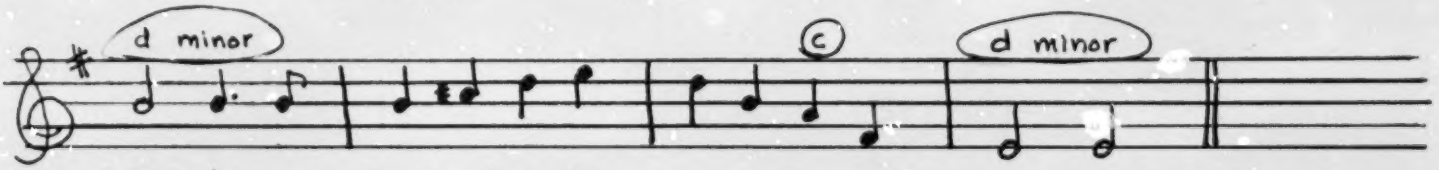
What shall we do with a drunken sailor, what shall we do with a drunken sailor,



what shall we do with a drunken sailor earlye in the morning?

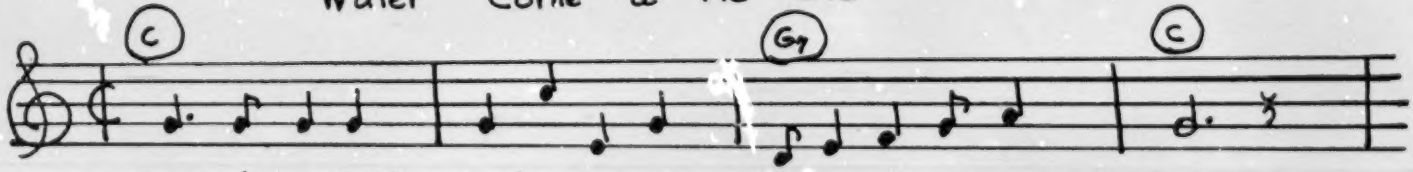


way, hay, and up she rises, way, hay, and up she rises,

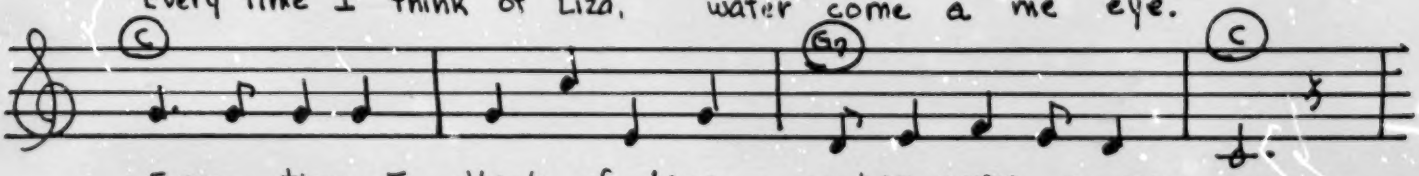


way, hay, and up she rises earlye in the morning.

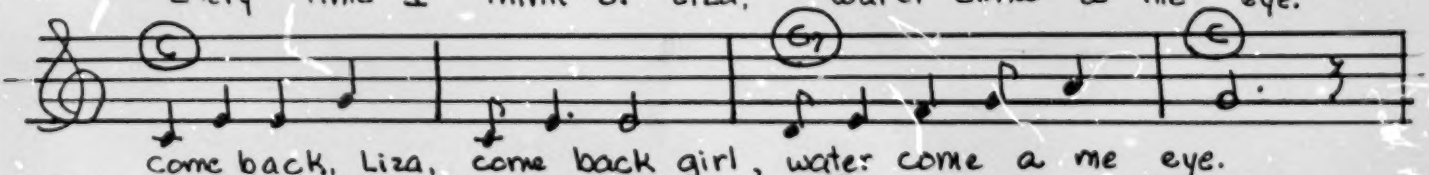
Water Come a Me Eye



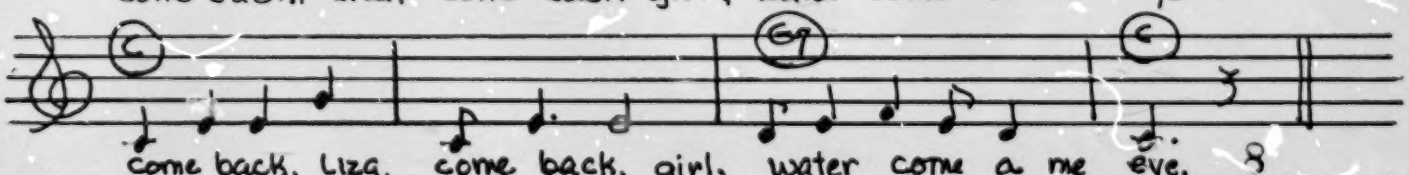
Every time I think of Liza, water come a me eye.



Every time I think of Liza, water come a me eye.



come back, Liza, come back girl, water come a me eye.

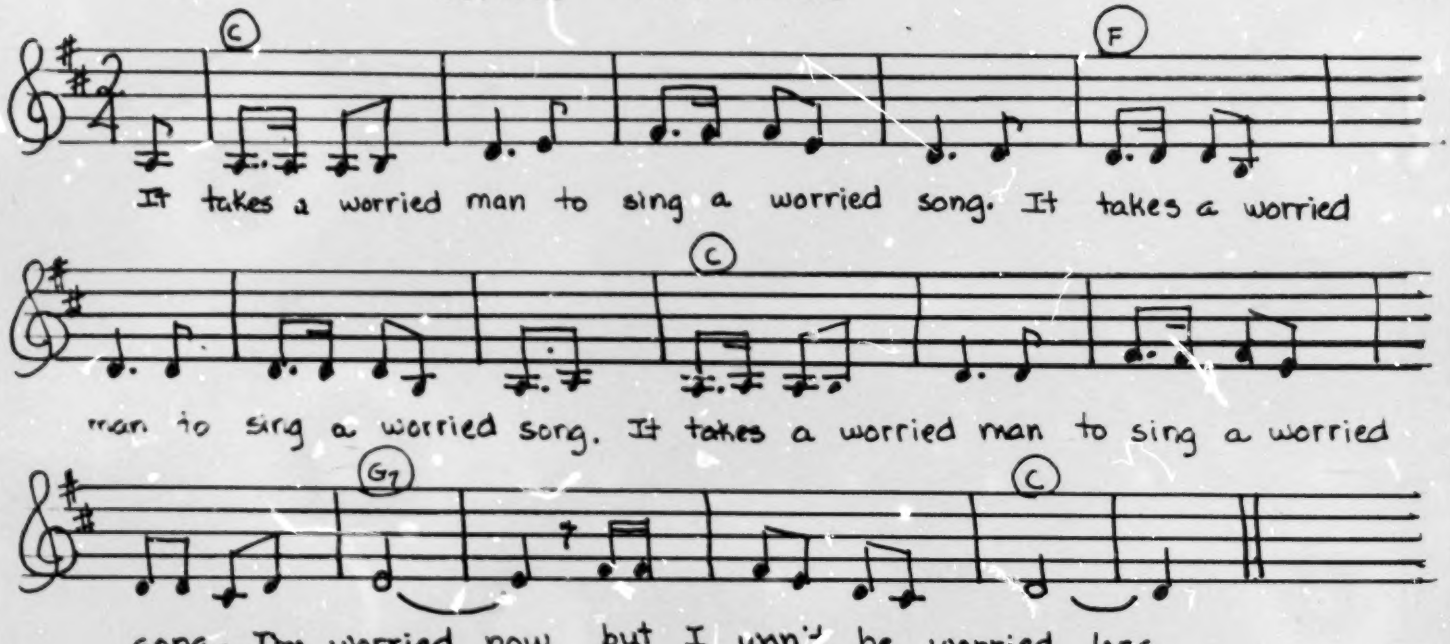


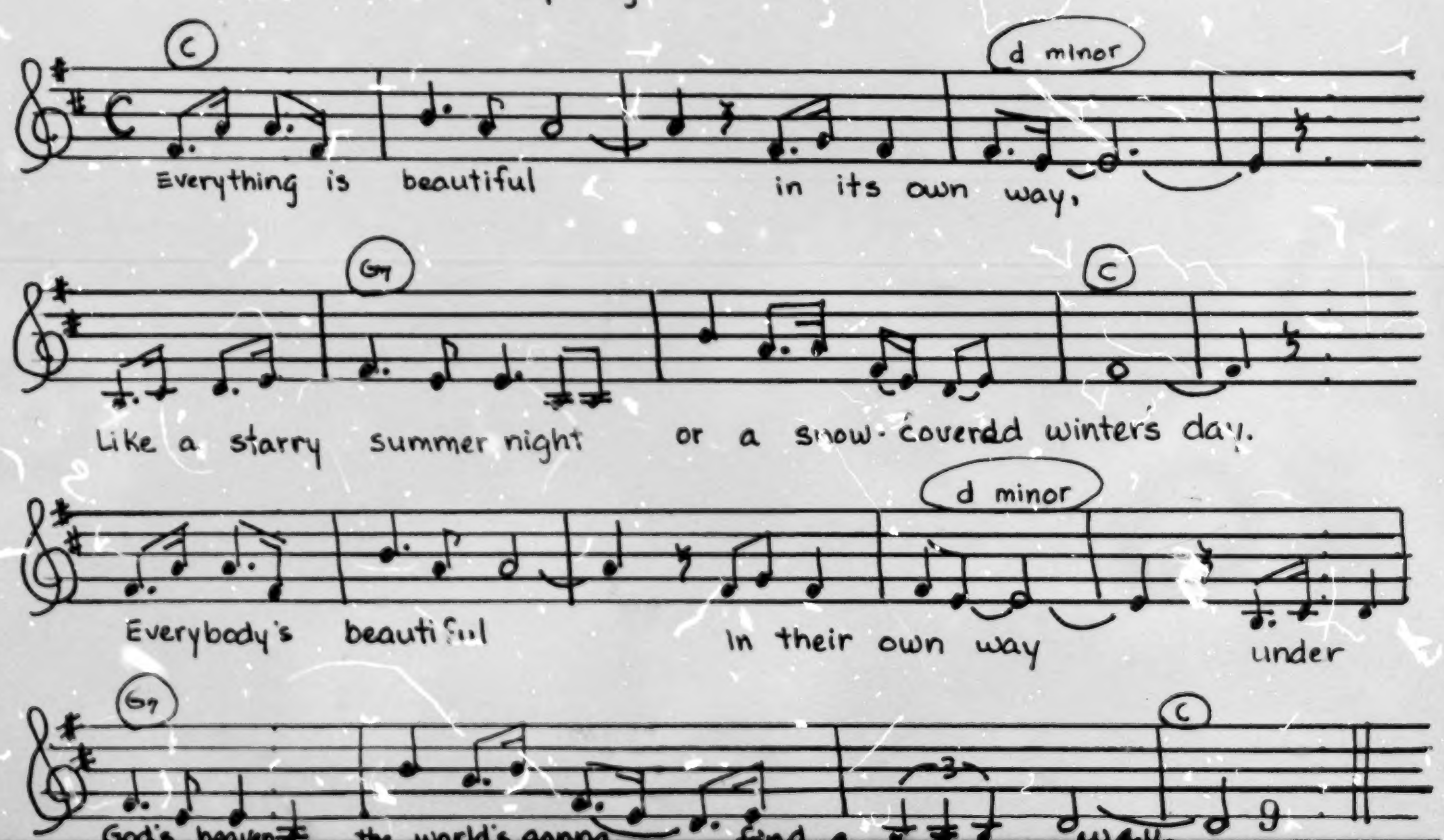
come back, Liza, come back, girl, water come a me eye.

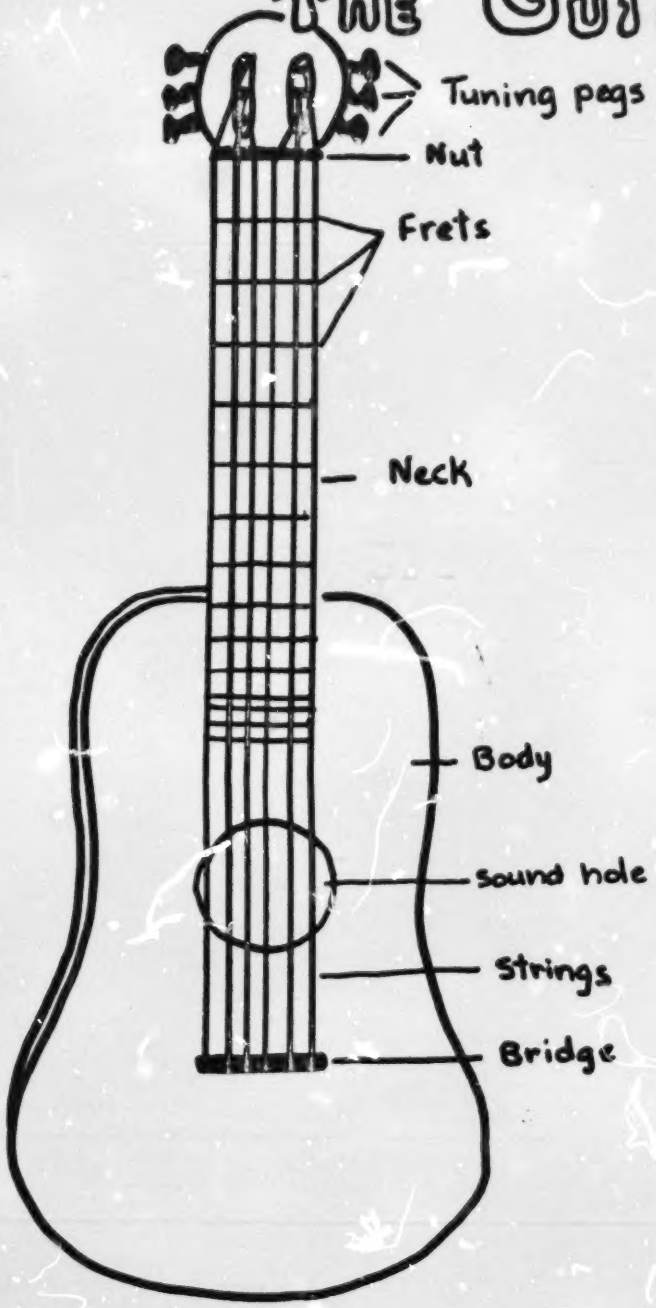
3 chord SONGS

BEST COPY AVAILABLE

Worried Man Blues

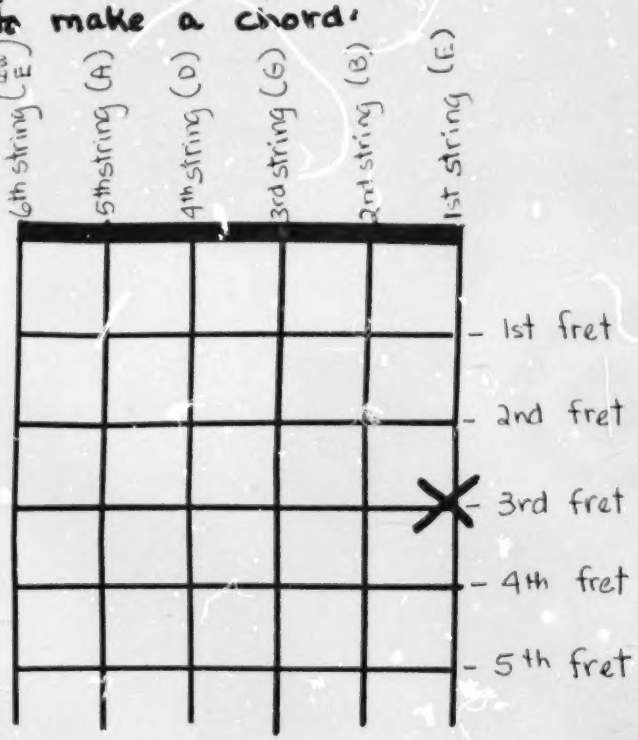

C
F
It takes a worried man to sing a worried song. It takes a worried
C
man to sing a worried song. It takes a worried man to sing a worried
G7
C
song. I'm worried now, but I won't be worried long.

Everything is Beautiful

The Guitar Unit



Tablatures

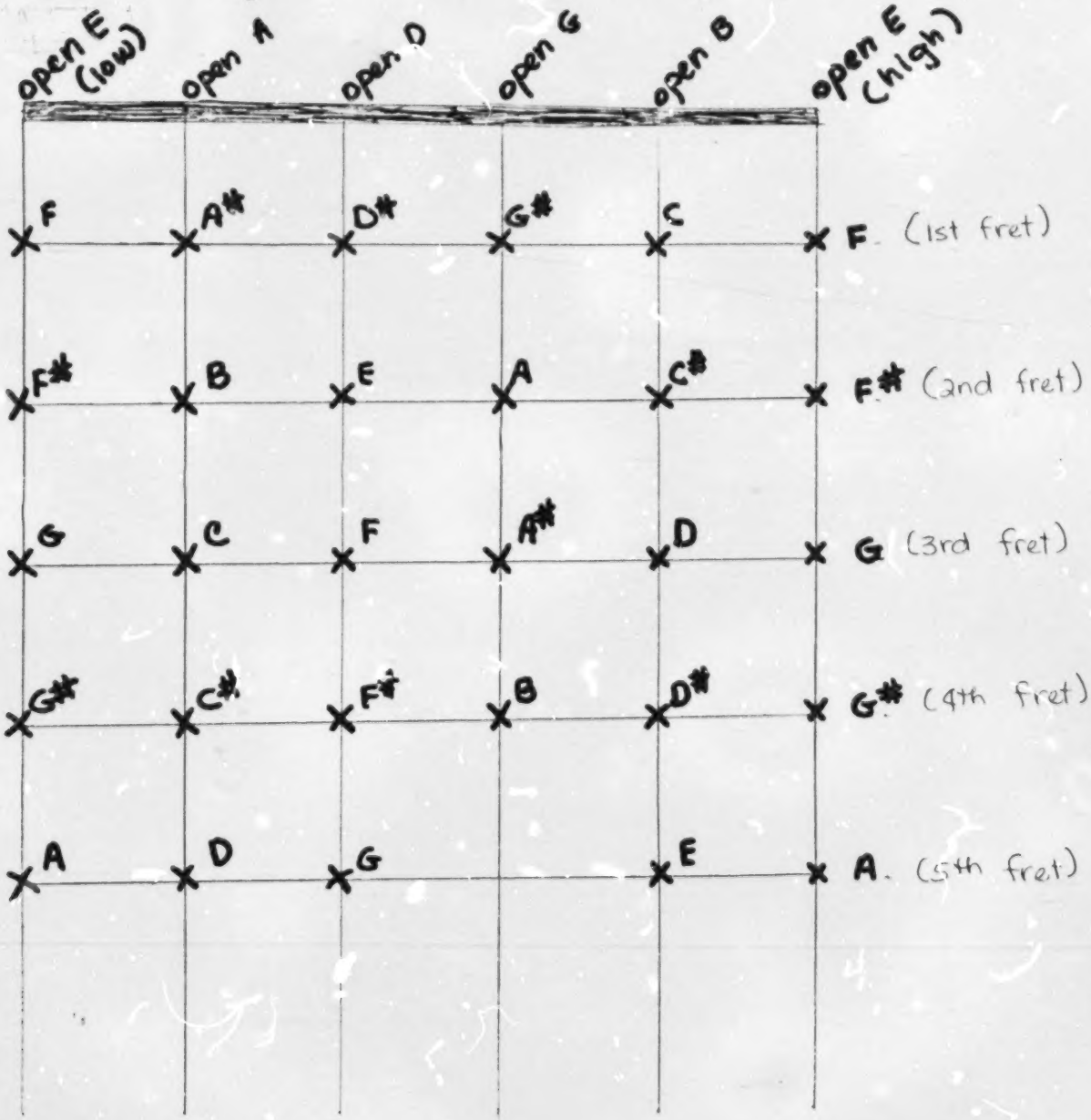
A tablature is a picture of the upper neck of a guitar which shows you where to place your fingers to make a chord.



G chord

The guitar is a very old instrument. Historians believe it was first invented in the Middle East around the year 1000. There are many kinds of guitars: (1) the Spanish flamenco, (2) rock, (3) classical, and (4) folk. Our guitars are folk guitars. Each kind is played in a different way.

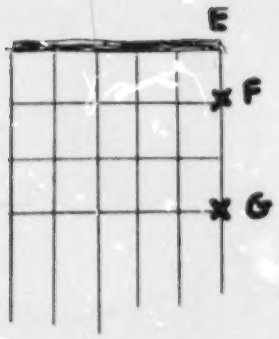
To play the chords you must strum several strings together. But, to play a melody (tune) you play only one note at a time.



Here are 30 different notes.

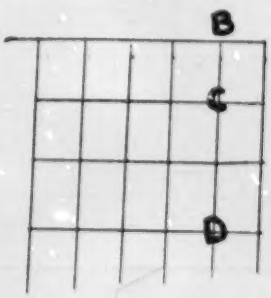
1st string: E, F, G

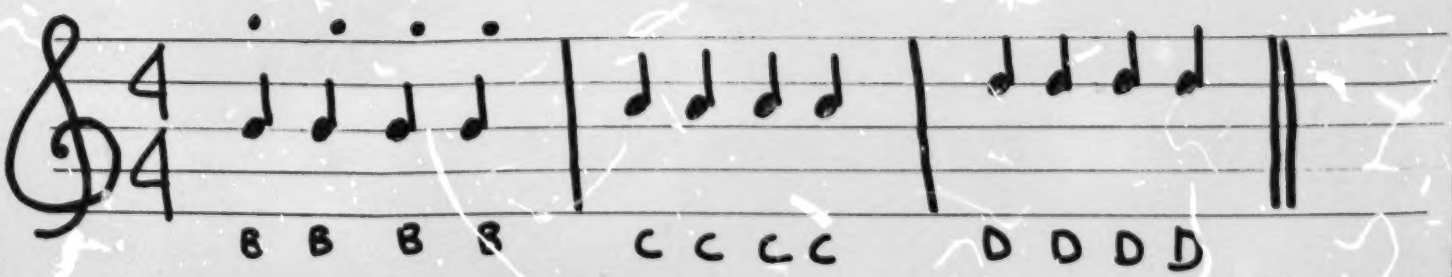
(E) string



2nd string: B, C, D

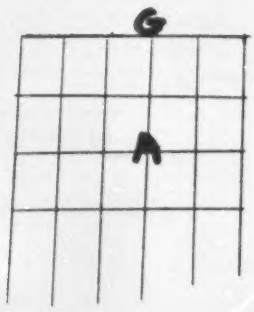
(B) string

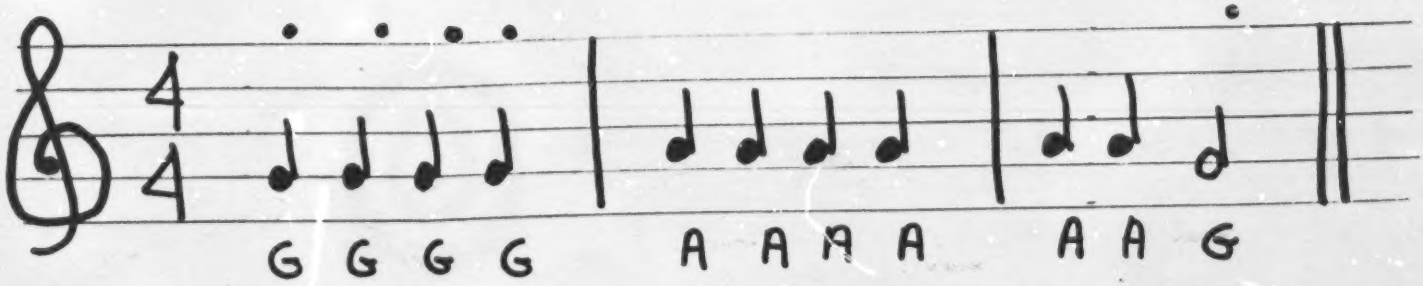




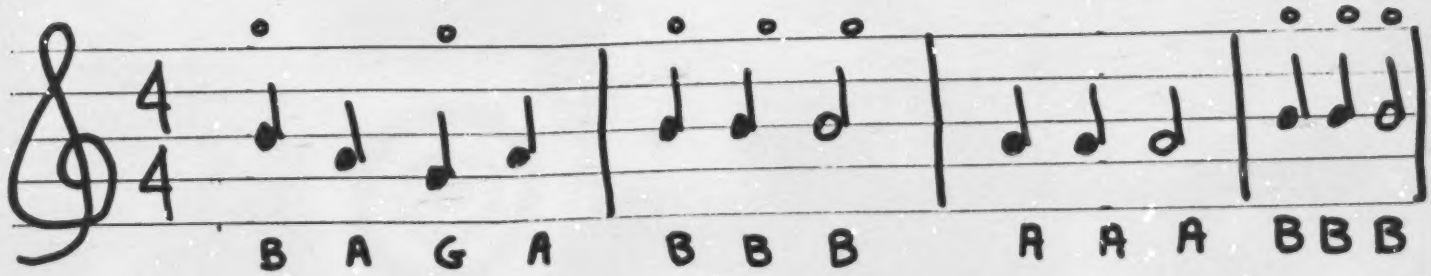
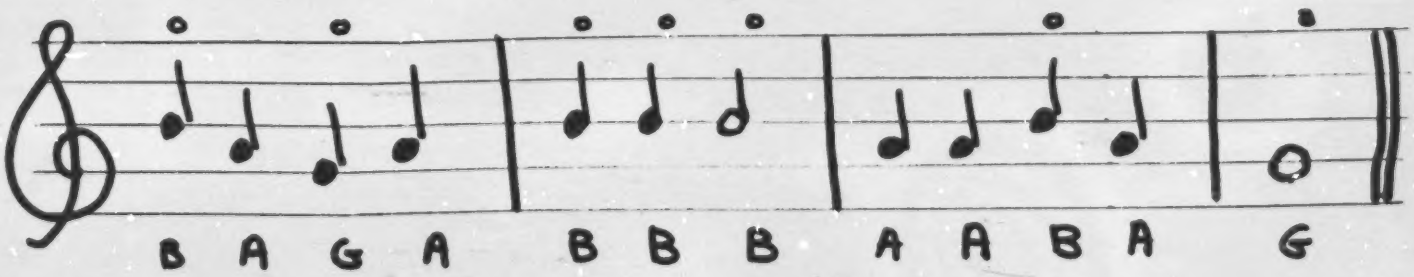
3rd string: G, A

(G) string



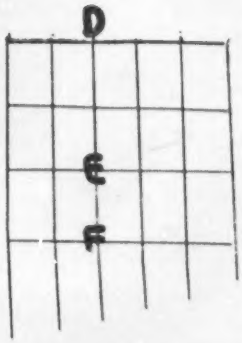
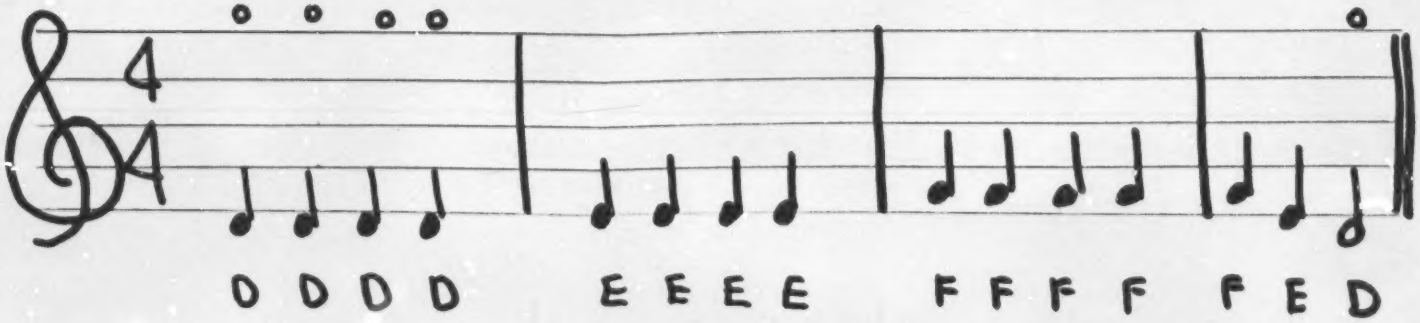


Merrily We Roll



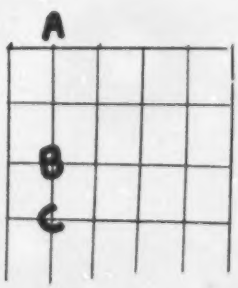
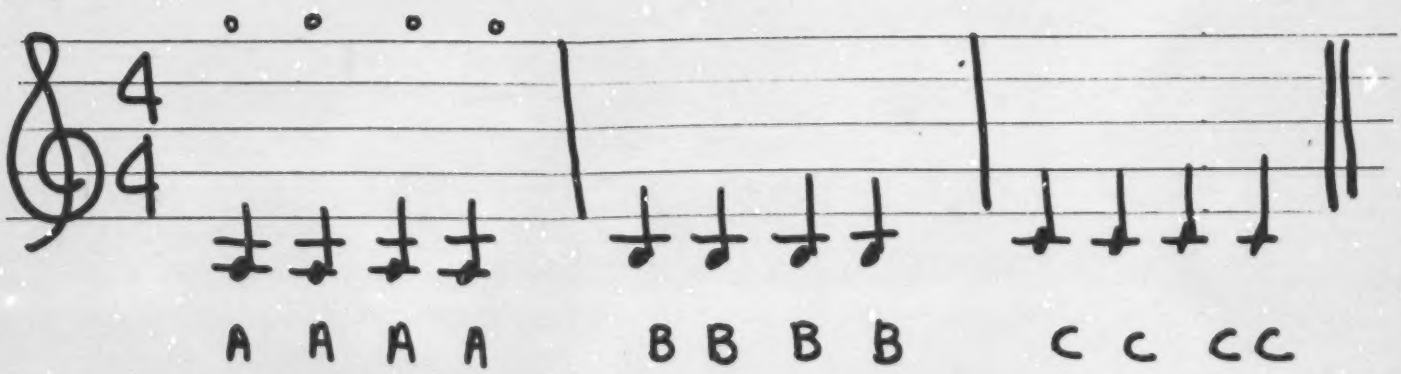
4th string: D, E, F

(D) string



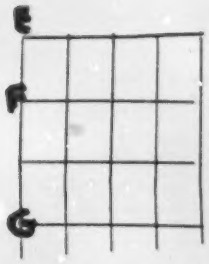
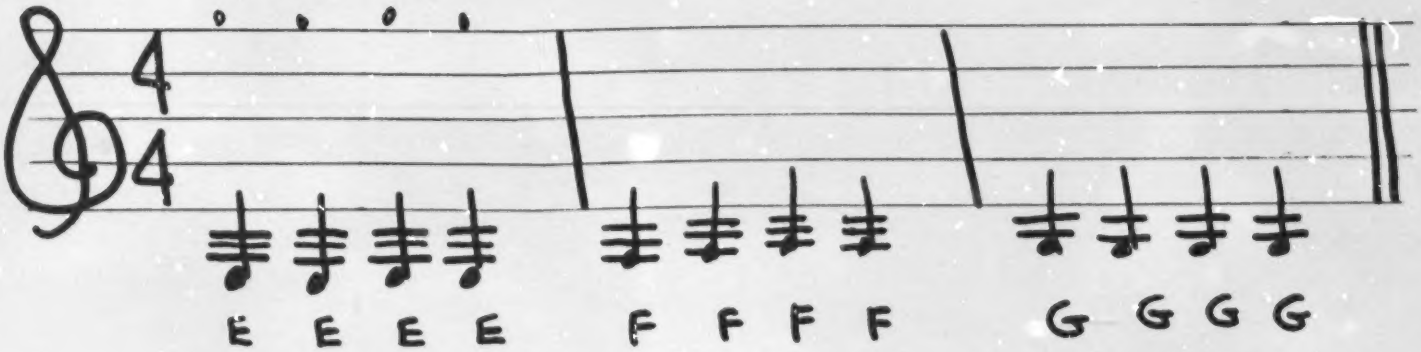
5th string: A, B, C

(A) string



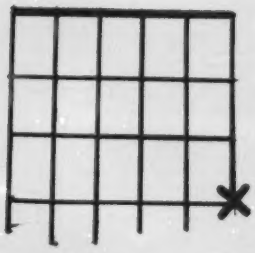
6th string: E, F, G

low
(E) string

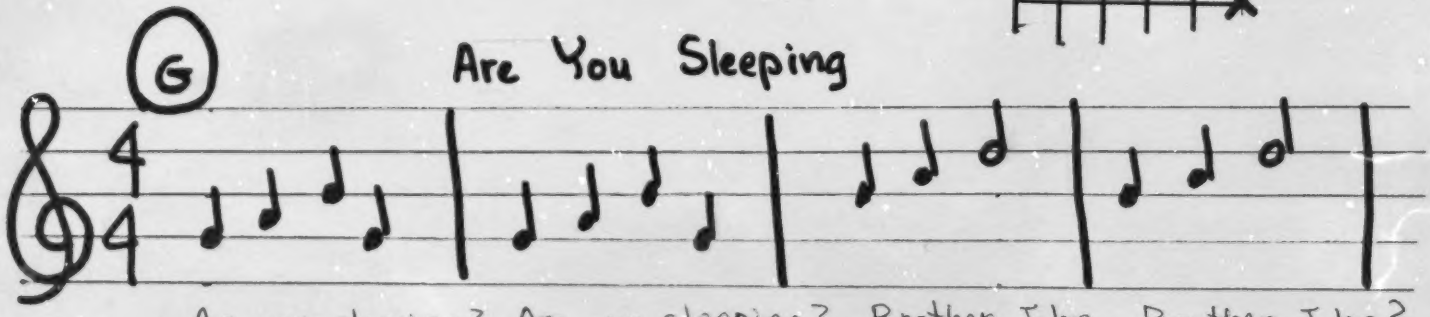


Posture: Hold the neck of the guitar in the air with the top of the body. Strum with your right hand.

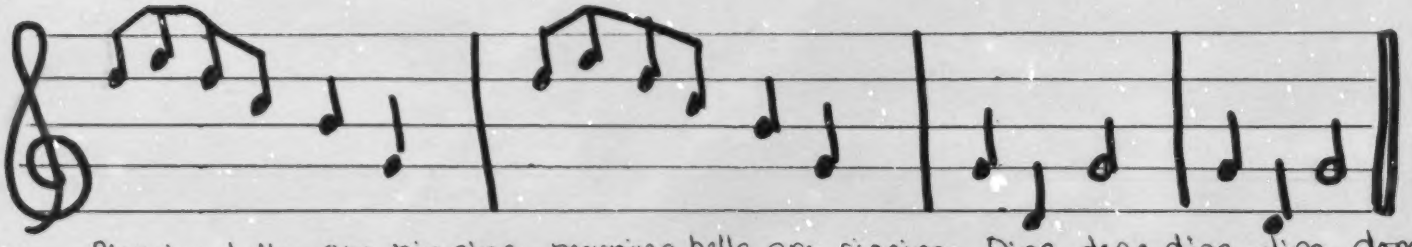
G chord



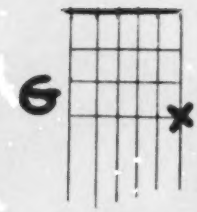
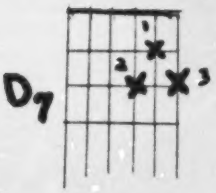
1 chord song:



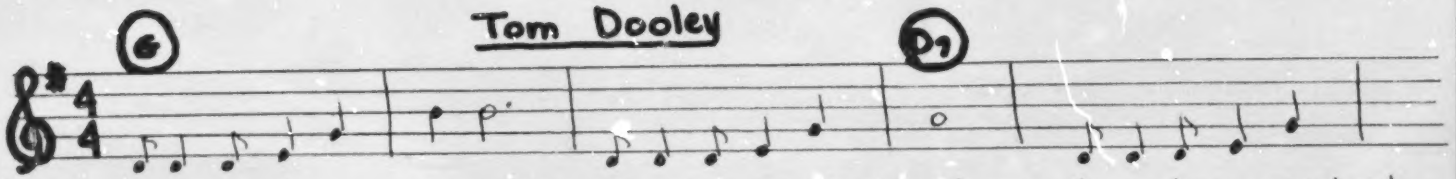
Are you sleeping? Are you sleeping? Brother John, Brother John?

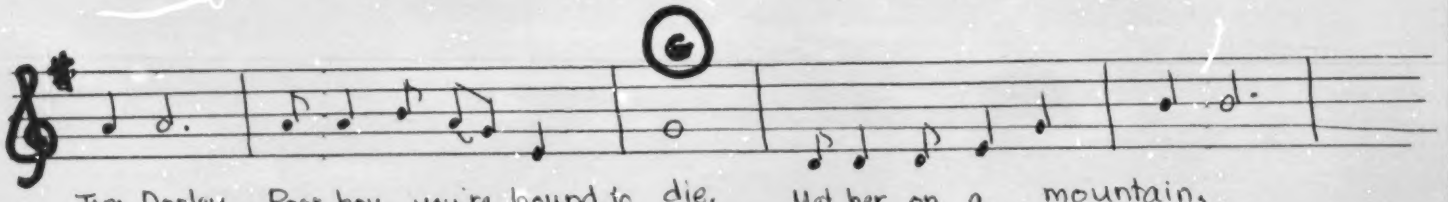


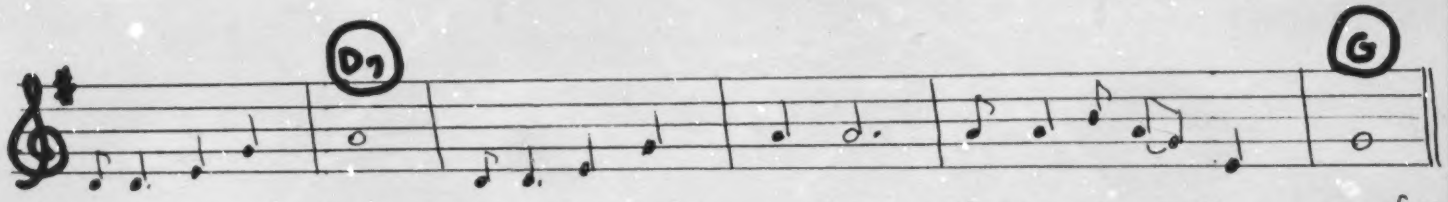
Morning bells are ringing, morning bells are ringing, Ding, dong, ding, ding, dong, ding.

2 chord songs:



Tom Dooley



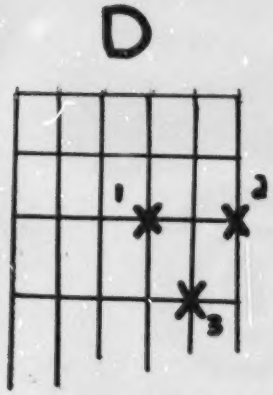
Hang down your head, Tom Dooley. Hang down your head and cry. Hang down your head,

Tom Dooley. Poor boy, you're bound to die. Met her on a mountain,

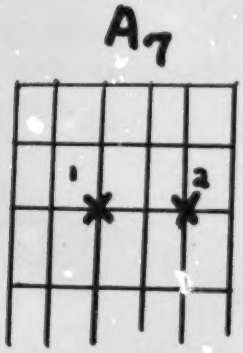


There I took her life. Met her on a mountain. Stabbed her with a knife.

He's Got the Whole World

G
He's got the whole world in his hand,
D7
He's got the whole world in his hands,
G
He's got the whole world in his hands,
D7
He's got the whole world in his hands. G





He's Got the Whole World

D
He's got the whole world in his hands,
A7
He's got the whole world in his hands,
D
He's got the whole world in his hands,
A7
He's got the whole world in his hands. D

Hop Up, My Ladies

D
Did you ever go to meeting, Uncle Joe, Uncle Joe?
A7
Did you ever go to meeting, Uncle Joe?
D
Did you ever go to meeting, Uncle Joe, Uncle Joe?
A7
Don't mind the weather so the winds don't blow. D

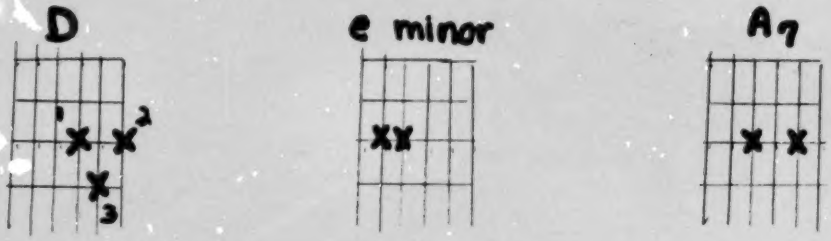
D
Hop up my ladies, three in a row.
A7
Hop up my ladies, three in a row.
D
Hop up my ladies, three in a row.
A7
Don't mind the weather so the winds don't blow. D

Rocka My Soul

D
Rocka my soul in the bosom of Abraham.
A7
Rocka my soul in the bosom of Abraham,
D
Rocka my soul in the bosom of Abraham,
A7 D
Oh, rocka my soul.
D
So high, you can't get over it.
A7
So low, you can't get under it
D
So wide, you can't get around it.
A7 D
So you must go in at the door.

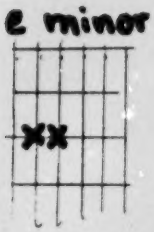
Mama Don't Allow

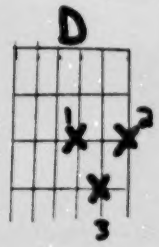
G
Mama don't 'low no guitar playing 'round here.
D7
Mama don't 'low no guitar playing 'round here.
G
I don't care what Mama don't allow,
C
Gonna play my guitar anyhow,
Em
G
Mama don't 'low no guitar playing 'round here.



Everything is Beautiful

D
Everything is beautiful in its own way
e
A7
Like a starry summer night or a snowcovered winter's day.
D
Everybody's beautiful in their own way
e
Like God's heaven the world's gonna find a way.
A7
D





What Shall We Do With a Drunken Sailor?

(e) What shall we do with a drunken sailor?
(D) What shall we do with a drunken sailor?
(e) What shall we do with a drunken sailor?
(D) Earlye in the (e) morning.
(e) Way, hay, and up she rises,
(D) Way, hay, and up she rises,
(e) Way, hay, and up she rises,
(D) Earlye in the (e) morning.

RECORDER UNIT

COMMENTS:

Before the students actually get their hands on the recorder, prepare them with thorough reviews of letter names and note values. Demonstrate the proper hand positions and emburture.

LESSON 1:

With the left hand, teach B, A, and G. For the fourth grade students, learning to play the first song in the packet will be a real challenge. Fifth and sixth graders can handle the first page. All students enjoy a piano or guitar accompaniment.

LESSON 2:

When students are fingering B, A, and G without hesitation, play rounds and partner songs with "Peace Must" and "Merrily We Roll." Proceed to high C and D fingerings with the right hand. Practice fingering techniques before playing. "Beethoven's Ninth" and "Jingle Bells" should be mastered before you introduce the right hand.

LESSON 3:

Introduce the right hand to fifth grade. Add F, E, and low D to their repertoire. Low C is introduced to sixth grade. Complete the packet and review all songs. Students like to play in small groups and as solosits for the class.

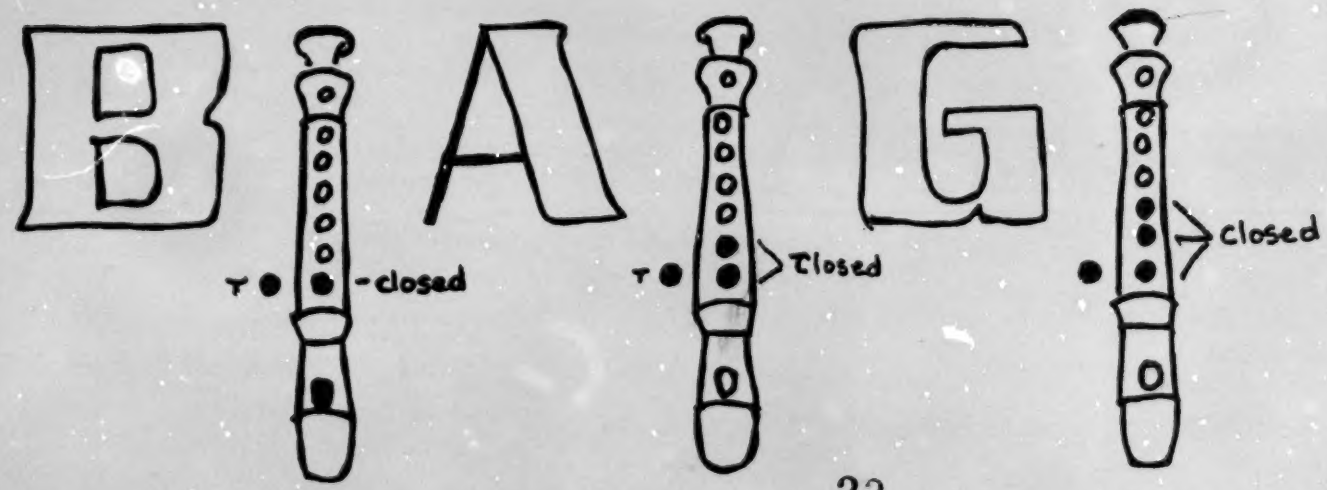
Recorder Unit

1.

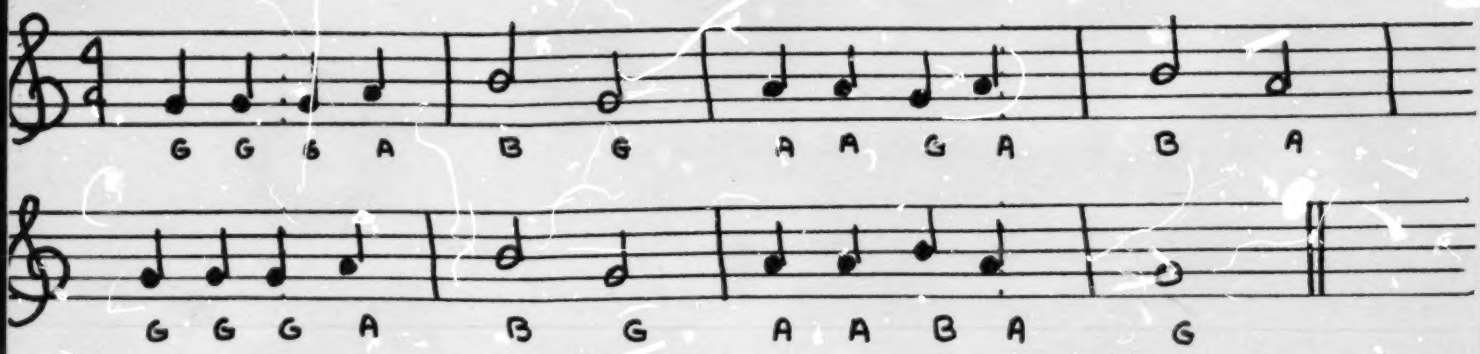
2.

3.

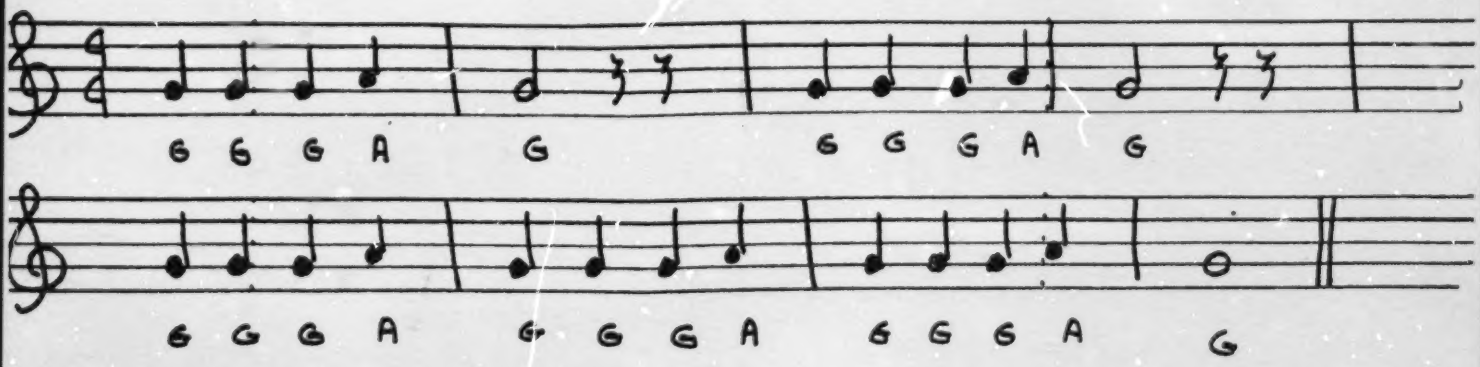
4.

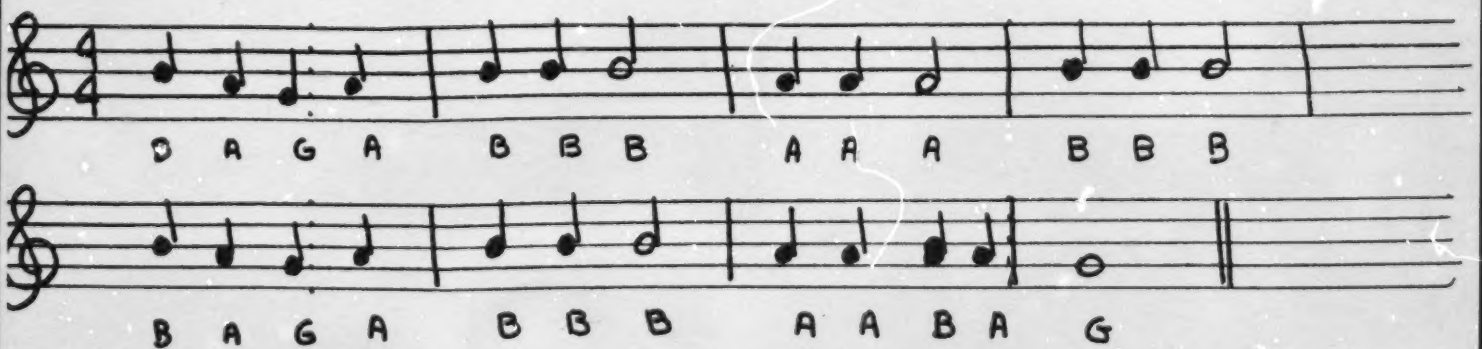


Peace Must Be Our Goal

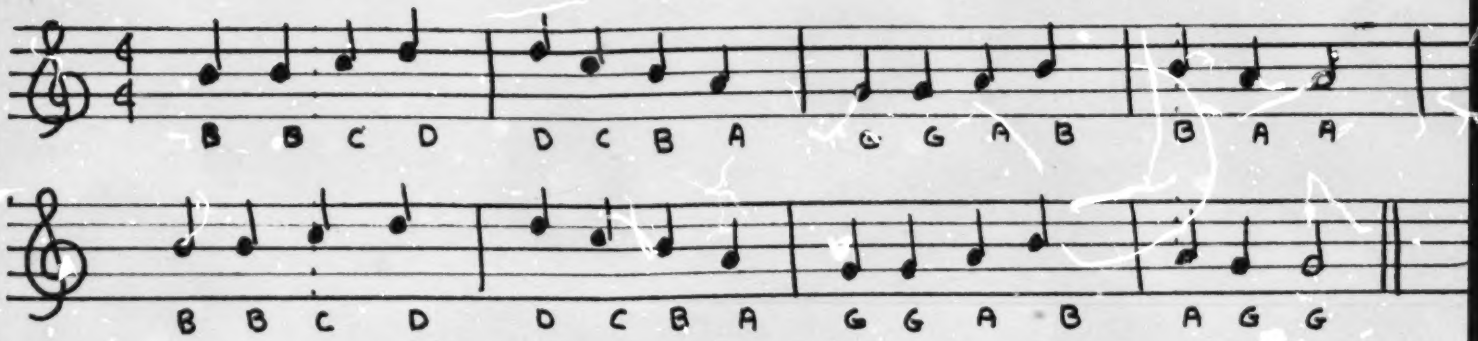


Song from the MiKado

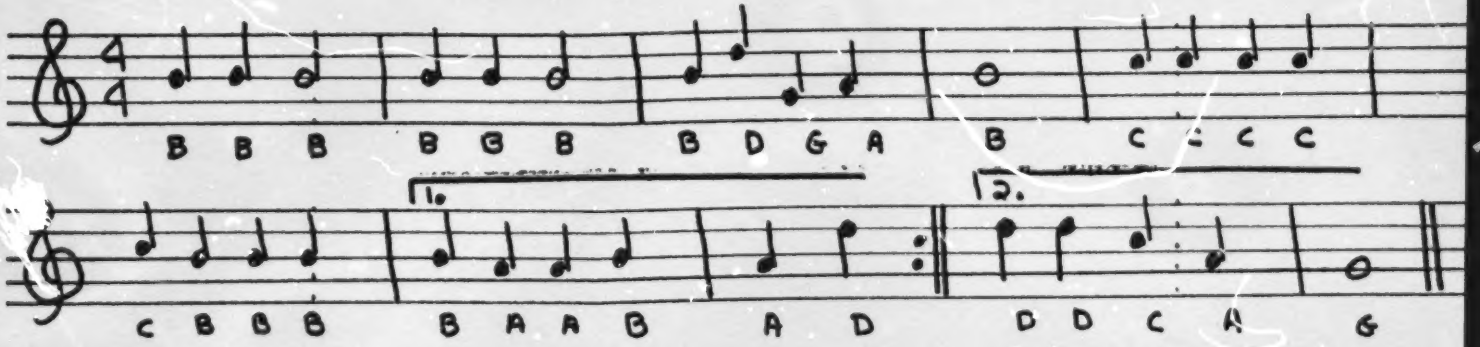


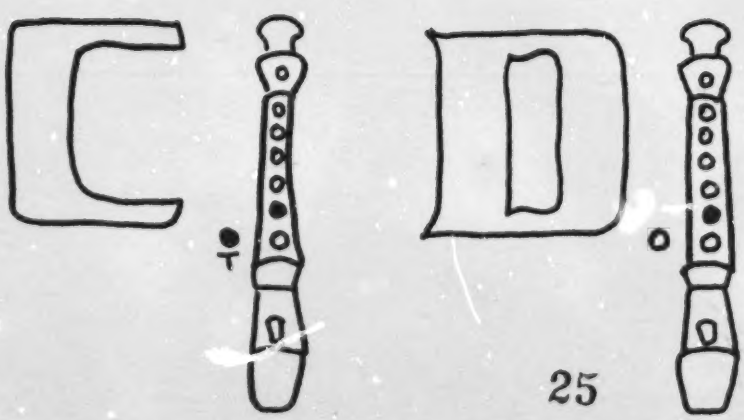


Chorale from Beethoven's 9th Symphony

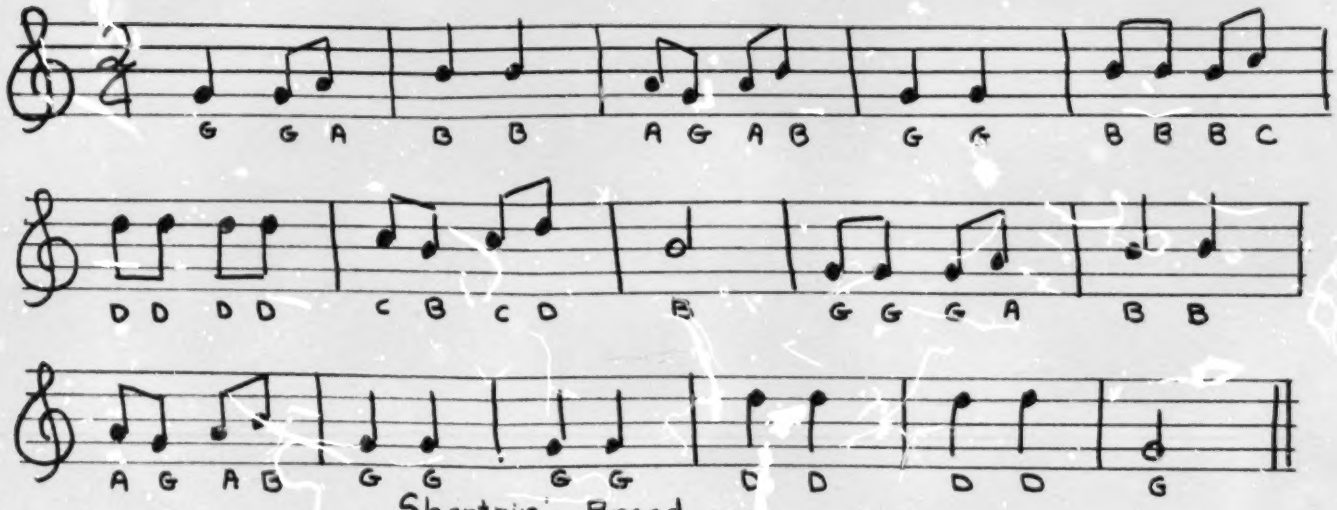


Jingle Bells

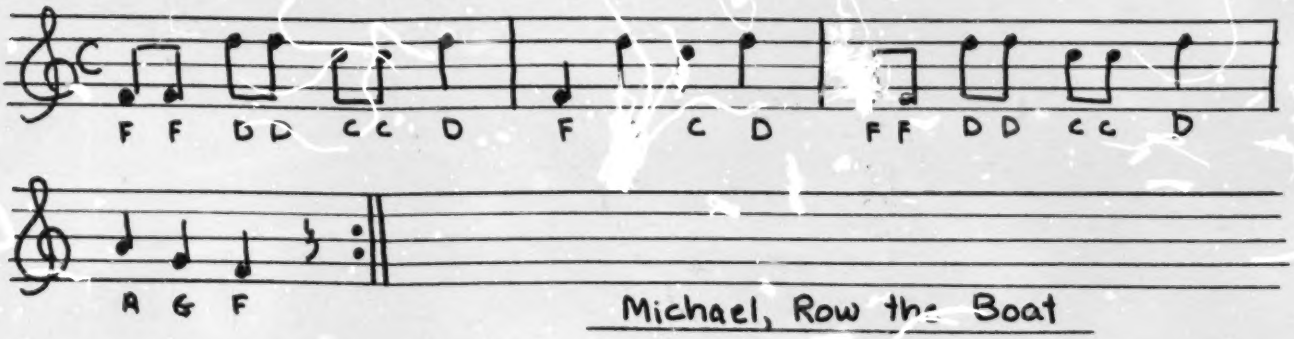


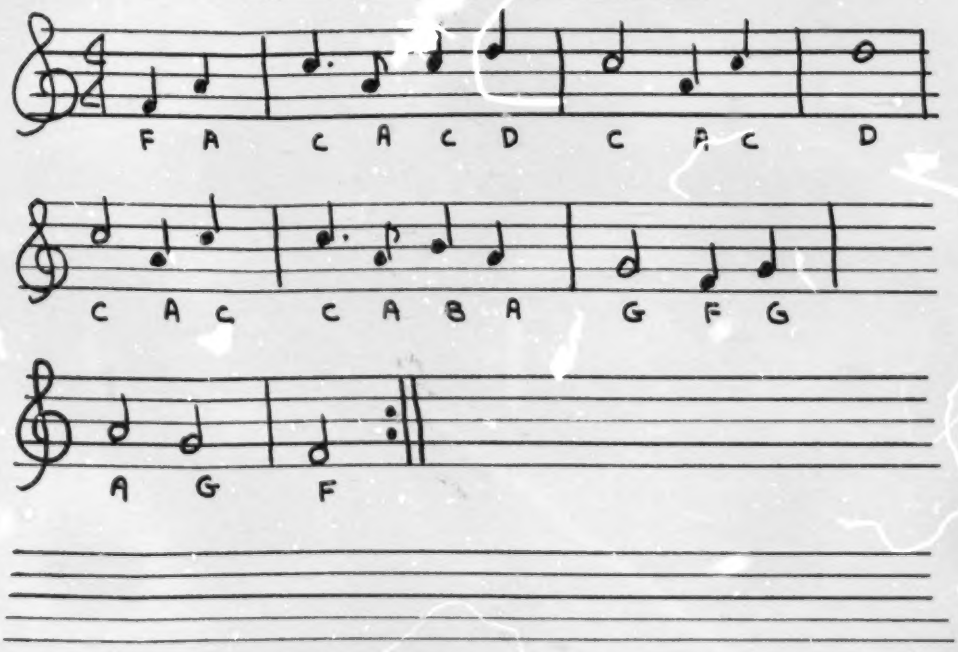
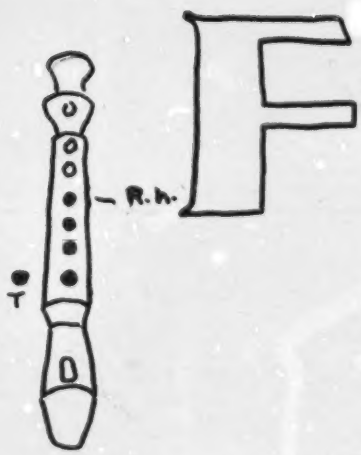


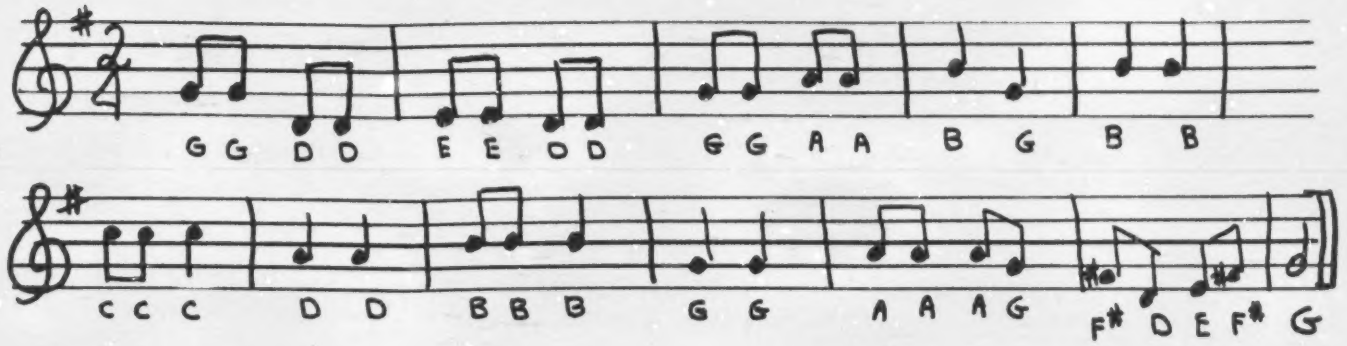
Down at the Station

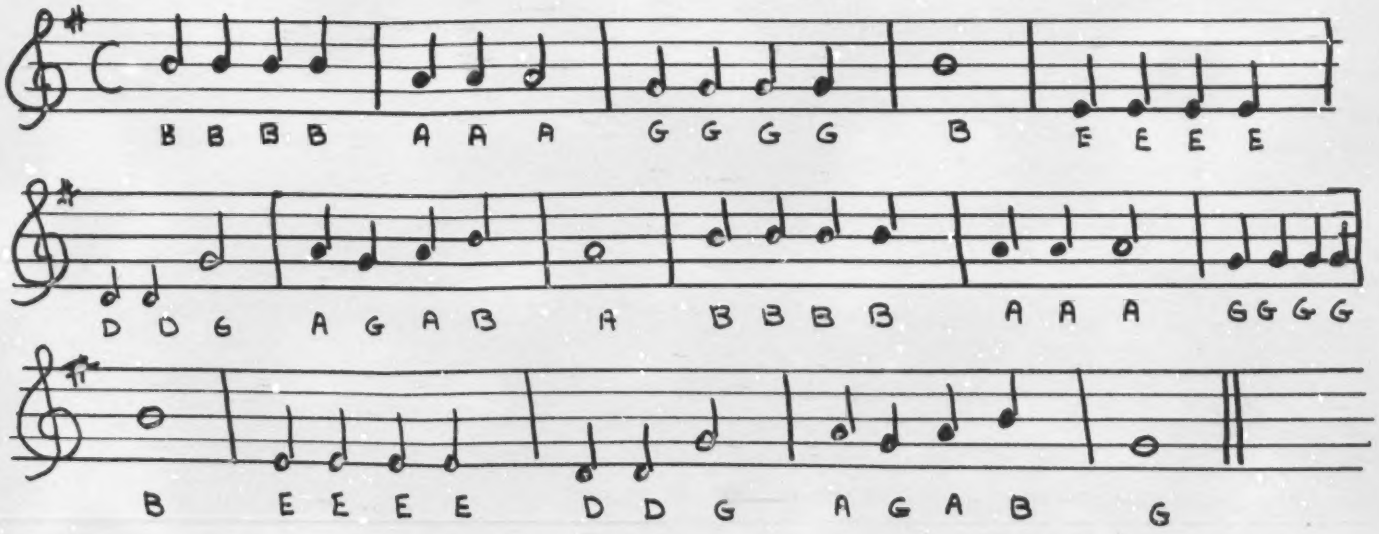


Shortnin' Bread

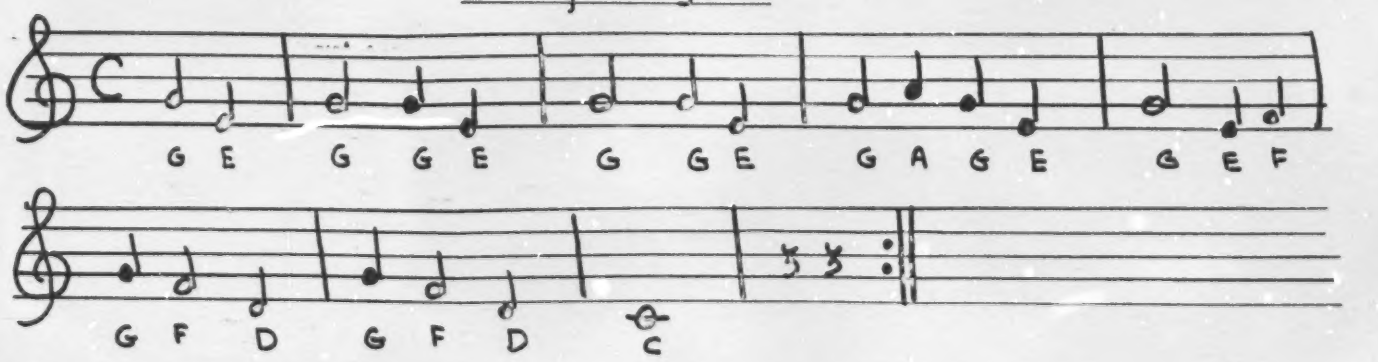


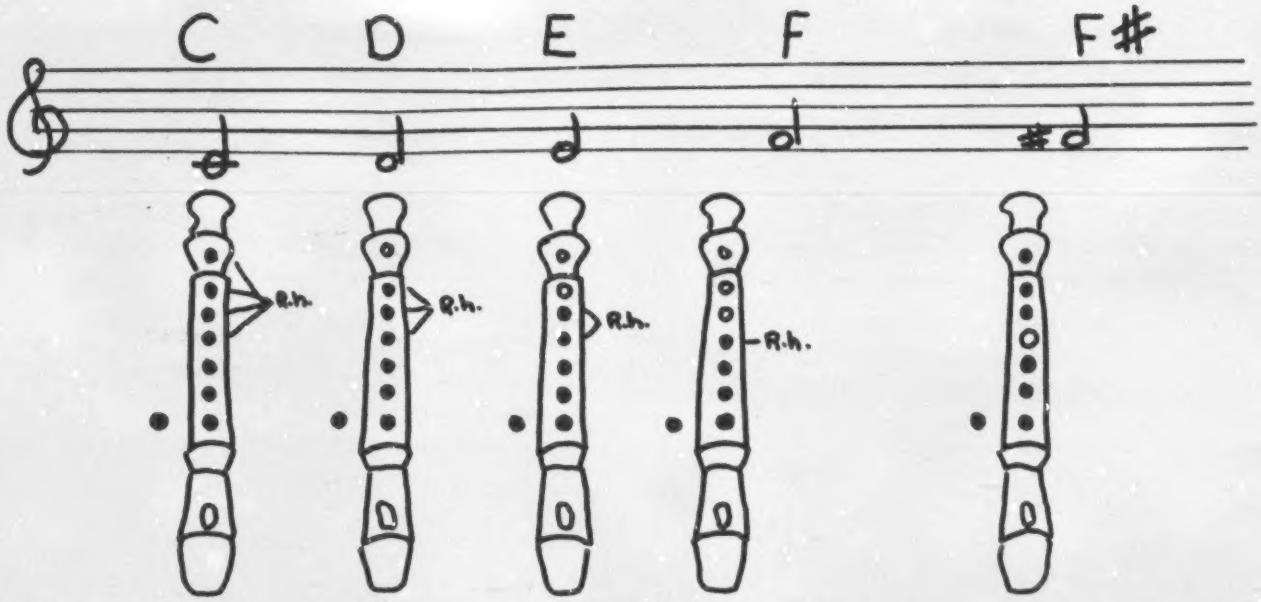
Michael, Row the Boat



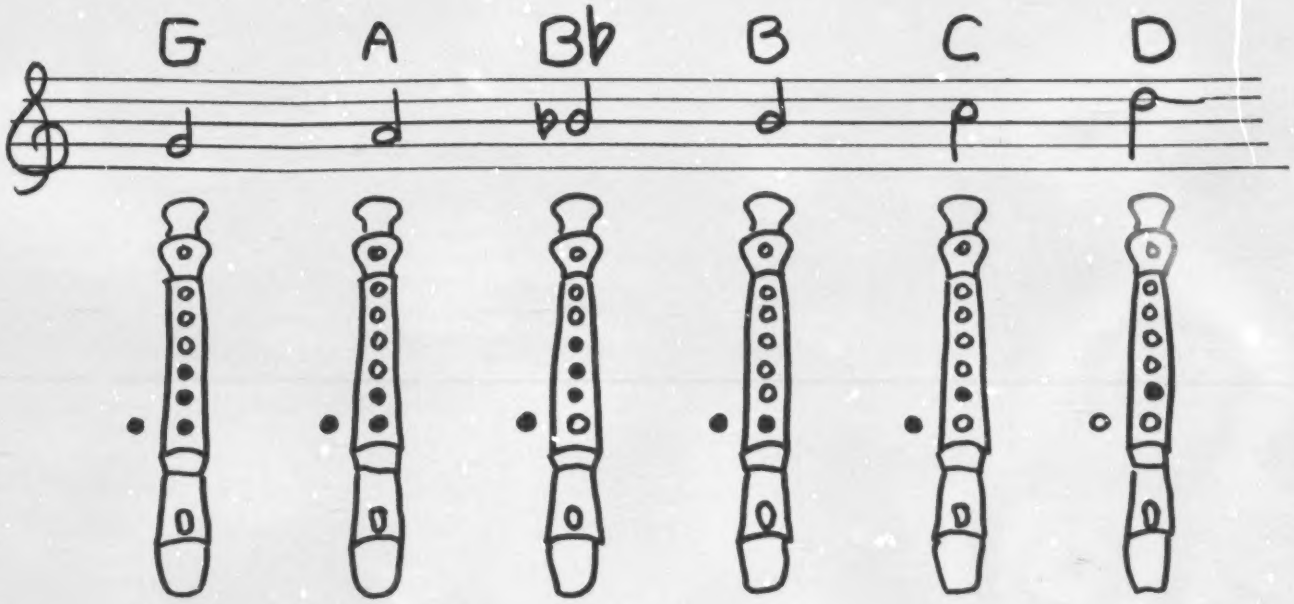
Bingo

Jolly Old St. Nicholas



Army Song




C
D
E
F
F#
R.h.
R.h.
R.h.
R.h.


G
A
B♭
B
C
D

ACTIVITY CARDS, PUZZLES, AND GAMES

These materials may be used in many different ways in the intermediate classroom. I use activity cards during my guitar unit because I don't have 30 instruments. My classes are divided into three groups: one which plays while two choose a card for their project. These groups then rotate during each class period. During the guitar unit 4th grade makes posters of instrument families, fifth grade chooses activity cards, and sixth grade makes instruments. Projects are then graded and judged for prizes.

Puzzles and games may be duplicated for the entire class or may be used at learning stations.

You have just been hired to write music books for our school. Make a booklet with 5 songs in it, information about composers and instruments, and any other facts or pictures you wish to include. Give your songs and the booklet titles.

You have decided to become a composer. Choose your own melody . . . you may write your own or copy one which you know. And your own lyrics (words).

Your name is John Phillip Sousa. Write your own life history and include information about your famous marches.

Make up a game about famous composers and their music, or make a booklet with pictures of the composers and some facts about their lives (birth, death, musical pieces, instruments they played).

Your name is Wolfgang Mozart. Write your own life story and tell about the many pieces you composed.

Your name is Ludwig Van Beethoven. Write your life story and include facts about your most famous music.

Your name is Mr. Rossini. Write your own life story and include information about your most famous piece, "The William Tell Overture."

Make an encyclopedia of musical instruments or famous composers. Include drawings, definitions, and life stories about each one. This should have at least 10 instruments or 5 composers. (Composers are more difficult).

You have been hired by the biggest record company in the world to write a song. Write your own melody with or without words.

Milton-Bradley has just hired you to make up a musical game. Make your game complete with title, instructions, and spinners or dice.

Make up a game or puzzle using the signs you use to write music (clefs, sharps, flats, notes, rests, etc). Include directions for your game or puzzle. The puzzle can be a crossword, a maize, a word-find, or scrambled words.

Make a booklet of pictures of instruments and include information about their families, size, shape, and origi-

Make a set of musical flash-cards which have all the musical symbols (notes, rests, clefs, key signatures, etc.).

MUSICAL WORD FIND

Z	S	P	A	E	D	L	W	M	I	N	O	R	Q	T	M
A	C	B	P	R	N	D	F	A	D	F	S	D	T	E	E
F	L	L	C	L	R	H	C	J	I	L	O	U	T	P	A
L	E	N	E	P	M	A	N	O	B	B	I	E	A	R	S
M	F	L	A	T	G	Q	T	R	A	C	R	T	T	V	U
C	R	A	S	C	A	L	E	Y	M	R	O	E	C	P	R
L	L	H	D	B	P	C	M	Y	P	G	L	T	Q	E	E
H	G	S	I	U	L	I	P	I	A	N	M	D	L	R	J
A	B	F	Q	E	V	T	O	E	D	I	P	R	B	C	Q
R	W	O	O	D	W	I	N	D	L	R	V	U	D	U	L
M	L	A	P	W	C	R	D	V	K	T	W	M	K	S	W
O	D	G	L	I	V	B	A	E	S	S	P	L	M	S	O
N	R	H	Y	T	H	M	Y	R	Q	A	R	T	W	I	Z
Y	R	X	N	Y	G	W	S	T	E	S	W	Q	V	O	R
F	M	D	T	C	M	U	S	I	C	B	C	E	F	N	D
I	A	P	D	L	Z	Y	E	P	G	R	A	J	F	W	E
B	C	Q	C	U	N	A	R	M	Y	E	T	O	N	L	A
H	L	L	A	I	B	V	U	D	A	S	H	A	R	P	C
O	P	S	L	B	A	A	S	N	V	T	R	N	O	D	S
L	A	F	F	A	N	L	S	E	B	L	E	L	B	H	S
R	Y	H	I	T	D	S	G	S	W	T	G	C	O	I	A
D	D	C	N	Q	Z	L	M	X	A	S	Q	A	L	T	R
I	O	X	E	H	N	Z	O	L	Q	S	L	H	W	R	B
L	L	O	V	L	A	U	D	H	C	L	O	E	G	I	L
M	E	B	D	S	C	O	R	E	R	D	C	L	T	O	M
F	N	L	R	Y	F	C	Y	G	M	L	A	B	O	I	E
A	W	C	A	I	C	O	N	D	U	C	T	O	R	R	B

Circle the musical words. They may be written vertically, horizontally, in reverse, or at an angle.

D.C. al Fine
meter
flat
conductor
percussion
wood wind
sharp
trio
minor
major
music
drum
clef
scale
string
rhythm
note
score
solo
duet
tempo
rest
melody
brass
band
key
measure
brass
harmony

MUSICAL BRAINTEASER

Spell the words in the blanks.

1. _ _ _ _ _ _

2. _ _ _ _ _ _

3. A person who writes music _ _ _ _ _ _ _ _

4. Band or orchestra leader _ _ _ _ _ _ _ _ _

5. String instrument with 6 or 12 strings _ _ _ _ _ _

6. Tune _ _ _ _ _ _

7. Bass instrument with a slide _ _ _ _ _ _ _ _

8. Woodwind instrument with a reed _ _ _ _ _ _ _ _

9. Song with no know composer _ _ _ _ _ _ _ _

10. A composer with a handicap _ _ _ _ _ _ _ _ _

11. A percussion instrument you play with mallets

_ _ _ _ _ _ _ _ _

12. Long and short sounds of music _ _ _ _ _ _

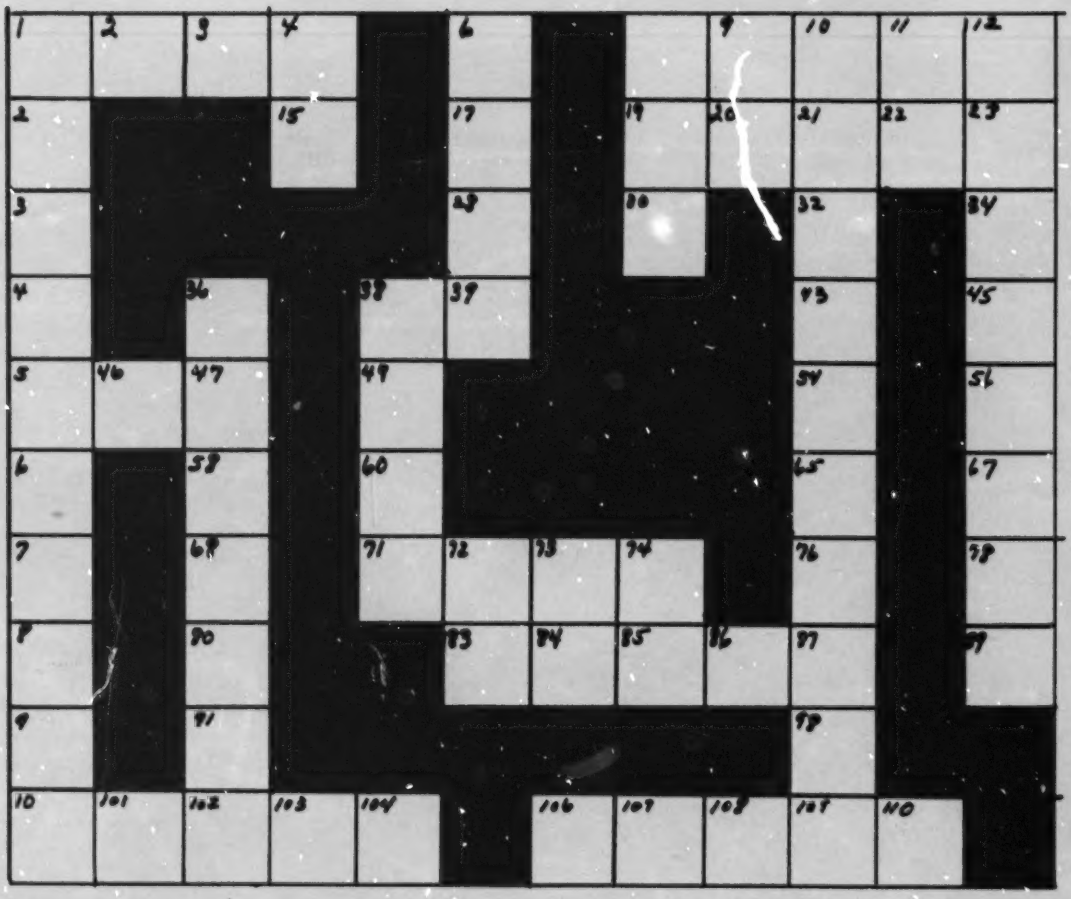
13. Fast and slow speed of music _ _ _ _ _

14. 2 parts sung or played at the same time _ _ _ _ _ _ _

15. Family of instruments which makes the orchestra different from the band

_ _ _ _ _ _

MUSICAL CROSSWORD

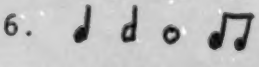
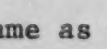


CLUES

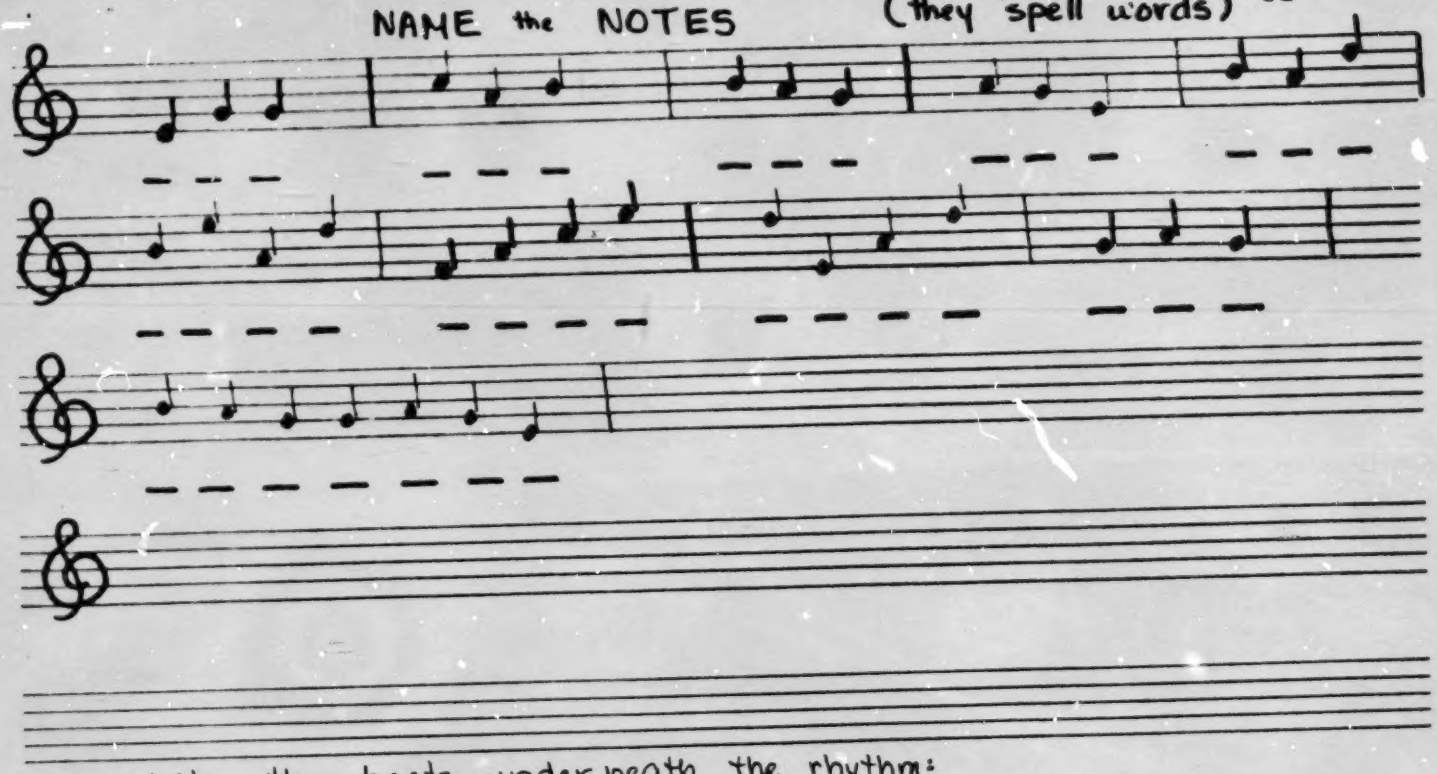
ACROSS

1. treble or bass sign
9. one voice or instrument
19. design of a song
5. small guitar
10. lines and spaces we write music on
71. melody
83. $\frac{6}{8}$, $\frac{4}{4}$, $\frac{2}{4}$
106. a pattern of 8 consecutive notes

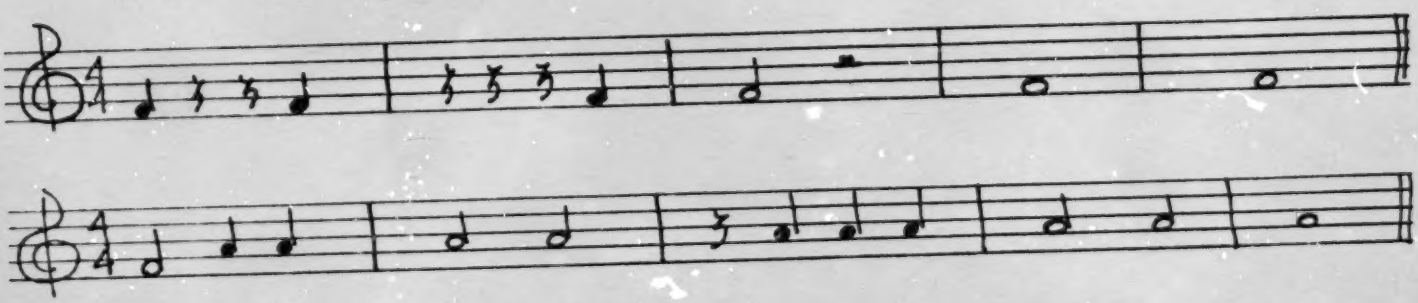
DOWN

1. leaders of a band or choir
4. do, re, mi
6. 
9. do, re, mi, fa, -
10. large group of instruments (adj.)
12. repeated pattern
36. tune
38. 3 
19. same as number 4

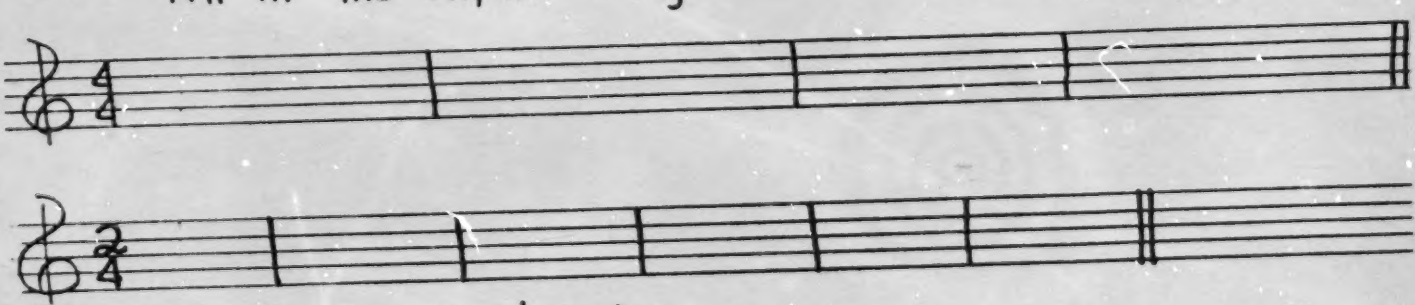
NAME the NOTES (they spell words)



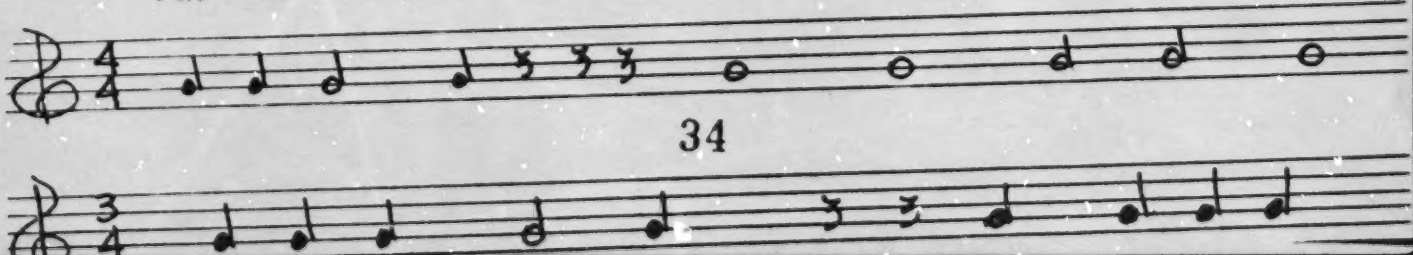
Write the beats underneath the rhythm:



Fill in the rhythm using 𝅝 𝅗𝅥 𝅘𝅥 𝄻 𝅝:



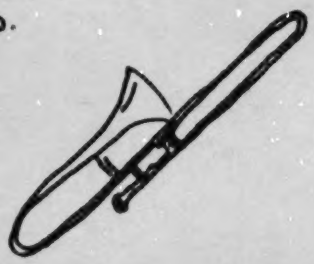
Put the measure lines in.

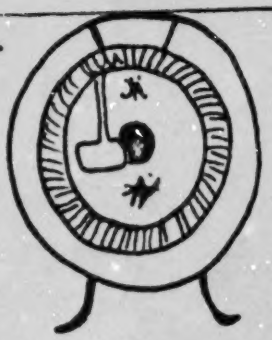


Name _____

Name the instruments

A.

D. 

G. 

J.

B.

E.

H.

K.

C.

F.

I

L. Make your own!

A. _____

B. _____

C. _____

D. _____

E. _____

F. _____

G. _____

H. _____

I. _____

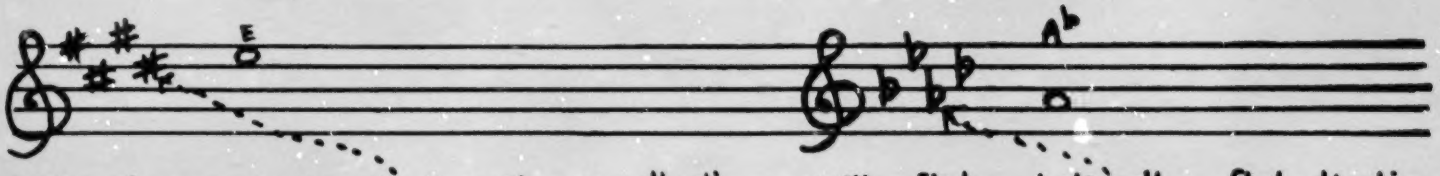
J. _____

K. _____

L. _____

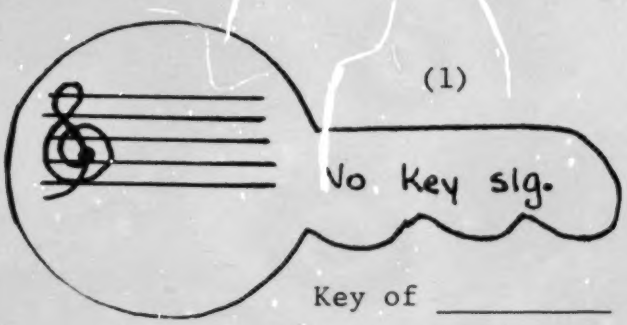
Do you have your Keys?

Directions: Below you are given 6 Key signatures. On the blank below each Key write it's name. Examples are given to figure out each answer.

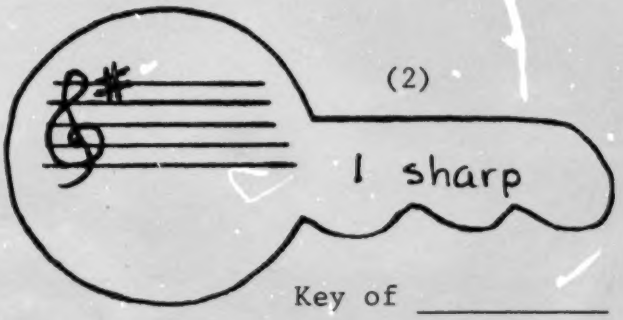


With sharps, look at the sharps that's fartherest to the right. In this case, it's on the "D" line. Go up to the very next note above that and you have the Key of E.

With flats, take the flat that's the one immediately before the fartherest one to the right. Name the line or space that it's on, and that's your Key (Key of $A^{\flat}$)



Key of _____



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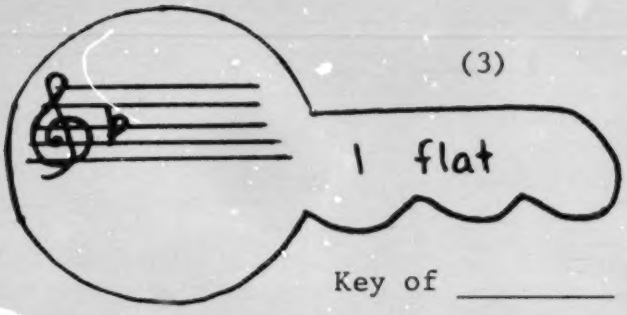
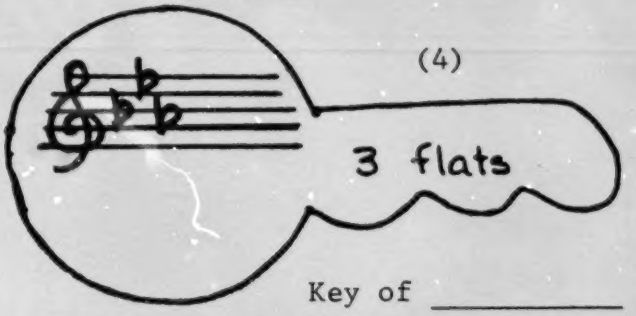
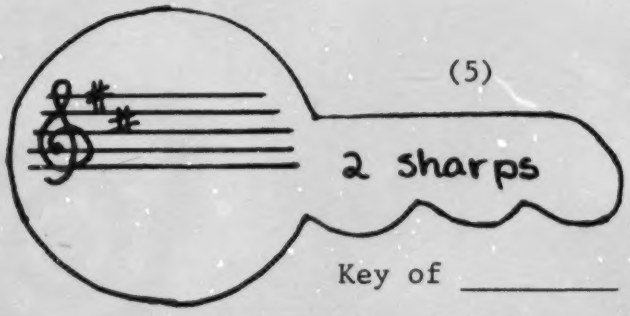


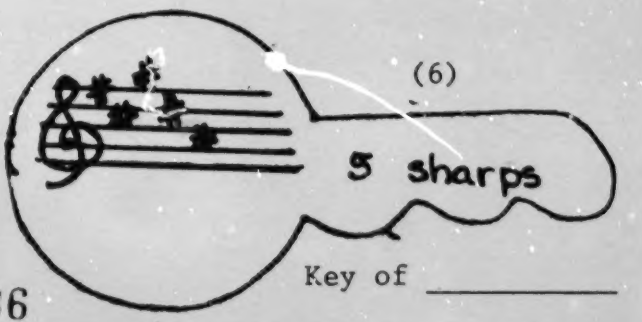
Key of _____



Key of _____



Key of _____



Key of _____

ANSWERS

1. Key of C
2. Key of G
3. Key of F
4. Key of E♭
5. Key of D
6. Key of B